



General Assembly

February Session, 2020

***Raised Bill No. 390***

LCO No. 111



Referred to Committee on EDUCATION

Introduced by:  
(ED)

***AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1       Section 1. (NEW) (*Effective July 1, 2020*) (a) As used in this section:
- 2       (1) "Minority" means an individual whose race is defined as other  
3       than white, or whose ethnicity is defined as Hispanic or Latino by the  
4       federal Office of Management and Budget for use by the Bureau of  
5       Census of the United States Department of Commerce;
- 6       (2) "Minority candidate" means an individual who is employed by a  
7       local or regional board of education for an alliance district as a school  
8       paraprofessional or an associate instructor;
- 9       (3) "Residency program" means an alternate route to certification  
10      program approved by the State Board of Education pursuant to section  
11      10-145m of the general statutes or section 10-155d of the general statutes,  
12      that requires participants to complete a residency in which such  
13      participants serve (A) in a position requiring professional certification,  
14      and (B) in a full-time position for ten school months at a local or regional

15 board of education in the state under the supervision of (i) a certified  
16 administrator or teacher, and (ii) a supervisor from the regional  
17 educational service center or private, nonprofit teacher or administrator  
18 operating such alternate route to certification program; and

19 (4) "Alliance district" has the same meaning as provided in section 10-  
20 262u of the general statutes.

21 (b) For the fiscal year ending July 1, 2021, and each fiscal year  
22 thereafter, there is established in each alliance district, a minority  
23 candidate certification, retention or residency year program. Such  
24 program shall assist minority candidates in enrolling in a residency  
25 program for purposes of becoming full-time, certified teachers in such  
26 alliance district upon successful completion of such residency program.

27 (c) In implementing the minority candidate certification, retention or  
28 residency year program under this section, a local or regional board of  
29 education for an alliance district shall partner with the operator of a  
30 residency program for purposes of enrolling minority candidates and  
31 placing them in such alliance district as part of such residency program.  
32 For purposes of covering the costs associated with the enrollment of  
33 minority candidates in a residency program or assisting in the retention  
34 of such minority candidates following the successful completion of such  
35 residency program, such board shall annually allocate twenty per cent  
36 of the amount of any increase in funds it received pursuant to section  
37 10-262u of the general statutes over the amount of such funds that it  
38 received for the fiscal year ending June 30, 2020.

39 (d) Any unexpended funds allocated by a local or regional board of  
40 education for an alliance district pursuant to this section shall not lapse  
41 at the end of the fiscal year but shall be available for allocation and  
42 expenditure during the next fiscal year for purposes of implementing  
43 the provisions of this section.

44 Sec. 2. (NEW) (*Effective July 1, 2020*) (a) The Commissioner of  
45 Education, the president of the Connecticut State Colleges and  
46 Universities and the dean of the Neag School of Education at The

47 University of Connecticut shall jointly develop a plan to assist local and  
48 regional boards of education in promoting the teaching profession as a  
49 career option to students in high school. Such plan shall include, but  
50 need not be limited to, a means for local and regional boards of  
51 education to develop partnerships with educator preparation programs  
52 in the state, and the creation of counseling programs designed to inform  
53 and recruit high school students to the teaching profession.

54 (b) Not later than September 1, 2020, the Department of Education  
55 shall distribute information that promotes the teaching profession,  
56 including materials relating to educator preparation programs and  
57 alternative route to certification programs offered in the state, to local  
58 and regional boards of education for the purpose of providing to school  
59 counselors and students. The department shall make such information  
60 available on its Internet web site.

61 Sec. 3. (*Effective from passage*) (a) There is established a task force to  
62 study educator retention and sustainability in Connecticut. The task  
63 force shall:

64 (1) Identify opportunities to improve the working conditions of  
65 educators in schools in an effort to reduce stress, including, but not  
66 limited to, additional planning time, class size reductions and additional  
67 classroom resources, such as quality curricula;

68 (2) Review financial inequities that exist in the profession and  
69 contribute to financial stress;

70 (3) Evaluate that number of social workers and school counselor  
71 positions in schools to determine whether student and teacher needs are  
72 being met;

73 (4) Evaluate whether there is a need to establish a career ladder or  
74 distributed leadership model that would create and assist with  
75 educators' professional growth within the educational system;

76 (5) Evaluate pedagogy that would allow for highly effective teachers

77 to have increased autonomy and opportunities to coach and lead at the  
78 school level;

79 (6) Study the manner in which school administrator evaluations  
80 engage teachers;

81 (7) Research the effectiveness of paid opportunities for effective  
82 teachers to provide additional coaching and tutoring to their peers; and

83 (8) Identify high quality principal preparation programs that support  
84 effective mentoring and positive school climates.

85 (b) The task force shall consist of the following members:

86 (1) Two appointed by the speaker of the House of Representatives,  
87 one of whom is a public school teacher in a town designated as an  
88 alliance district, as defined in section 10-262u of the general statutes, and  
89 one of whom is a principal of a school participating in the  
90 commissioner's network of schools, pursuant to section 10-223h of the  
91 general statutes;

92 (2) Two appointed by the president pro tempore of the Senate, one of  
93 whom is a teacher in a school participating in the commissioner's  
94 network of schools, and one of whom is a principal of a public school in  
95 a town designated as an alliance district;

96 (3) One appointed by the majority leader of the House of  
97 Representatives, who is a teacher in an interdistrict magnet school;

98 (4) One appointed by the majority leader of the Senate, who is a  
99 public school teacher in a traditional neighborhood school;

100 (5) One appointed by the minority leader of the House of  
101 Representatives, who is a superintendent of schools for a town  
102 designated as an alliance district;

103 (6) One appointed by the minority leader of the Senate, who is a  
104 representative of an educational advocacy organization; and

105 (7) The chairpersons and ranking members, or their designees, of the  
106 joint standing committee of the General Assembly having cognizance of  
107 matters relating to education.

108 (c) Any member of the task force appointed under subdivision (1),  
109 (2), (3), (4), (5), (6) or (7) of subsection (b) of this section may be a member  
110 of the General Assembly.

111 (d) All initial appointments to the task force shall be made not later  
112 than thirty days after the effective date of this section. Any vacancy shall  
113 be filled by the appointing authority, except in the case of a vacancy that  
114 exists after the first scheduled meeting of the task force and as a result  
115 of an initial appointment not being made, shall be filled by the  
116 chairpersons of the task force.

117 (e) The clerk of the task force shall schedule the first meeting of the  
118 task force, which shall be held not later than sixty days after the effective  
119 date of this section. The chairpersons of the task force shall be elected  
120 from among the members of the task force at the first scheduled  
121 meeting.

122 (f) The administrative staff of the joint standing committee of the  
123 General Assembly having cognizance of matters relating to education  
124 shall serve as administrative staff of the task force.

125 (g) Not later than January 1, 2021, and annually thereafter until  
126 January 1, 2024, the task force shall submit a report on its findings and  
127 recommendations to the joint standing committee of the General  
128 Assembly having cognizance of matters relating to education, in  
129 accordance with the provisions of section 11-4a of the general statutes.  
130 The task force shall terminate on the date that it submits its final report.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2020</i>	New section
Sec. 2	<i>July 1, 2020</i>	New section
Sec. 3	<i>from passage</i>	New section

***Statement of Purpose:***

To establish a program that assists certain minority school employees in obtaining teacher certification; to develop a plan to promote careers in the teaching profession to students in high school; and to establish a task force to study educator retention and sustainability.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*